



| KS1 Herts Agreed Syllabus RE | KS2 Herts Agreed Syllabus RE |
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| <p>Beliefs and practices</p> <p><i>Recall and name</i> different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p> <p>Sources of wisdom</p> <p><i>Retell</i> and <i>suggest</i> meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come</p> <p>Symbols and actions</p> <p><i>Recognise</i> how and why symbols and actions express religious meaning, appreciating some similarities between communities</p> <p>Prayer, worship and reflection</p> <p><i>Respond</i> and <i>reflect</i> on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community</p> <p>Identity and belonging</p> <p><i>Notice</i> and <i>talk</i> about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives</p> <p>Ultimate questions</p> <p><i>Explore</i> questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media</p> <p>Human responsibility and values</p> <p><i>Respond</i> to stories and real life examples of how and why people show care and concern for humanity and the world</p> <p>Justice and fairness</p> <p><i>Reflect</i> on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of them</p> | <p>Beliefs and practices</p> <p><i>Describe, make connections and reflect</i> upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations</p> <p>Sources of wisdom</p> <p><i>Investigate, interpret and respond</i> to a range of stories, sacred writings and sources of wisdom and authority, <i>reflecting</i> on the impact of beliefs and teachings as ways of seeing the world in different communities</p> <p>Symbols and actions</p> <p><i>Explore and describe</i> a range of beliefs, practices and symbols in order to understand different ways of expressing meaning</p> <p>Prayer, worship and reflection</p> <p><i>Observe and understand</i> varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness</p> <p>Identity and belonging</p> <p><i>Understand</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership and why belonging to religious communities may be valuable in their own lives</p> <p>Ultimate questions</p> <p><i>Discuss and present</i> thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth</p> <p>Human responsibility and values</p> <p><i>Consider and apply</i> ideas about ways in which diverse communities can live together for the wellbeing of all. <i>Respond</i> thoughtfully to ideas about values, respect and human responsibility</p> <p>Justice and fairness</p> <p><i>Discuss and apply</i> their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair</p> |

RE Curriculum Statement of Intent:

We aim to equip our children with a systematic knowledge and understanding of a range of world religions, enabling them to develop their own ideas, beliefs and identities. Their speaking and listening skills are nurtured through discussions where they learn to articulate their own point of view clearly and coherently. We celebrate diversity and create a school culture that respects all viewpoints.



| | | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|---------------|--------------------------------------|--|--|--|--|---|---|
| Year 1 | Christianity Hinduism | Beliefs and Practices - Being thankful and harvest traditions Justice and Fairness - Giving to Charity | Symbols and Actions - Festivals of Light Ultimate Questions - Christmas: Why does Christmas matter to Christians? | Identity and Belonging - Belonging to Family; Naming Ceremonies - include a visit to a place of worship | Beliefs and Practice - Easter Story Ultimate Questions - Why does Easter matter to Christians? What is the good news that Jesus brings? Prayer, Worship and Reflection - using artefacts for prayer and worship | Sources of Wisdom - sacred texts: who reads them, when and why? Faith stories | Human responsibility and Values - Taking responsibility Ultimate Questions - Big Questions about God: What do Christians believe God is like? Who made the world? |
| Year 2 | Christianity Islam | Symbols and Actions - Expressing religious meaning Beliefs and Practice - muslim prayers and actions | Prayer, Worship and Reflection - Festivals including Christmas Ultimate Questions - Christmas: Why does Christmas matter to Christians? | Prayer, Worship and Reflection - different ways of giving thanks to God Identity and Belonging - invite a faith visitor to school or visit a place of worship | Beliefs and Practice - Easter Story; Shabbat and Passover Ultimate Questions - Why does Easter matter to Christians? Prayer, Worship and Reflection - The Lord's Prayer | Human responsibility and Values - whose community? | Justice and Fairness - Showing care and concern Ultimate Questions - Big Questions about God: What do Christians believe God is like? Who made the world? |
| Year 3 | Christianity Hinduism | Beliefs and Practice - marking festivals, traditions and key events in life | Symbols and Actions - symbolic expression in prayer and worship; advent and Christmas tradition around the world Ultimate Questions - People of God: what is it like to follow God? | Identity and Belonging - Belonging to a family, a community; challenges and religious leadership | Prayer, Worship and Reflection - Different ideas about God and gods; communicating through sacred prayer Beliefs and Practice - Lent, Holy Week, Easter Story (Salvation) Ultimate Questions - Why do Christians call the day Jesus died Good Friday? | Sources of Wisdom - sacred texts and stories; their guidance and impact Justice and Fairness - right and wrong, just and fair Ultimate Questions - What is the trinity? | Human responsibility and Values - taking responsibility for living together; values and respect Ultimate Questions - What kind of world would Jesus want? |
| Year 4 | Christianity Islam Sikhism | Beliefs and Practice - marking festivals, pilgrimage, traditions and key events in life (Harvest) Ultimate Questions - What is it like to follow God? | Symbols and Actions - symbolic expression in prayer and worship; exploring the trinity at Christmas - incarnation Ultimate Questions - What is the trinity? | Identity and Belonging - Belonging to a community, individual commitment and religious leadership Prayer, Worship and Reflection - Different ideas about God and gods; creation and ultimate questions Ultimate Questions - What do Christians learn from the creation story? | Beliefs and Practice - communicating through sacred spaces and prayer Exploring Good Friday - Jesus' death and resurrection Ultimate Questions - Why do Christians call the day Jesus died Good Friday? | Sources of Wisdom - sacred texts and stories; their guidance and impact Justice and Fairness - right and wrong, just and fair | Human responsibility and Values - taking responsibility for living together; values and respect Ultimate Questions - Why do Christians call the day Jesus died Good Friday? Ultimate Questions - What kind of world would Jesus want? |
| Year 5 | Christianity Judaism | Beliefs and Practice - celebrations, pilgrimage, key events in life (Harvest) Symbols and Actions - symbolic ways of expressing meaning | Beliefs and Practice - Exploring the incarnation through the Christmas story Ultimate Questions - Was Jesus the Messiah? | Identity and Belonging - Belonging to a community, individual commitment and religious leadership Prayer, Worship and Reflection - communicating beyond prayer and sacred spaces | Ultimate Questions - Different ideas about God and gods, creation and ultimate questions. Creation and science: contradictory or complimentary? Symbols and Actions - exploring themes of the Last Supper | Sources of Wisdom - sacred texts and stories; their guidance and impact Justice and Fairness - reflecting on ethics: What is right and wrong, just and fair? Ultimate Questions - How can following God bring freedom and justice? | Human responsibility and Values - taking responsibility for living together, their world, values and respect Ultimate Questions - What would Jesus do? |
| Year 6 | Christianity Buddhism Humanist | Beliefs and Practice - celebrations and key events in life Symbols and Actions - symbolic ways of expressing meaning | Identity and Belonging - Exploring the annunciation in a sacred and secular Christmas Ultimate Questions - Was Jesus the Messiah? | Identity and Belonging - Belonging to a community, individual commitment and religious leadership Prayer, Worship and Reflection - communicating beyond prayer and sacred spaces | Sources of Wisdom - the significance of Salvation Ultimate Questions - How can following God bring freedom and justice? | Sources of Wisdom - sacred texts and stories; their guidance and impact Ultimate Questions - Different ideas about God and gods, creation and ultimate questions: What does it mean if God is holy and loving? | Human responsibility and Values - taking responsibility for living together, their world, values and respect Justice and Fairness - reflecting on ethics: What is right and wrong, just and fair? Ultimate Questions - Creation and science: contradictory or complimentary? |

Featherstone Wood Primary School

Working Collaboratively, Independence, Community Values, Reflectiveness

Stickability; Risk-Taking, Inquisitiveness, Communication



Long Term Planning RE

National Curriculum Coverage



KS1 Book Outcomes

Beacon 1

From Herts Agreed Syllabus

Pupil work in books should evidence coverage in these areas

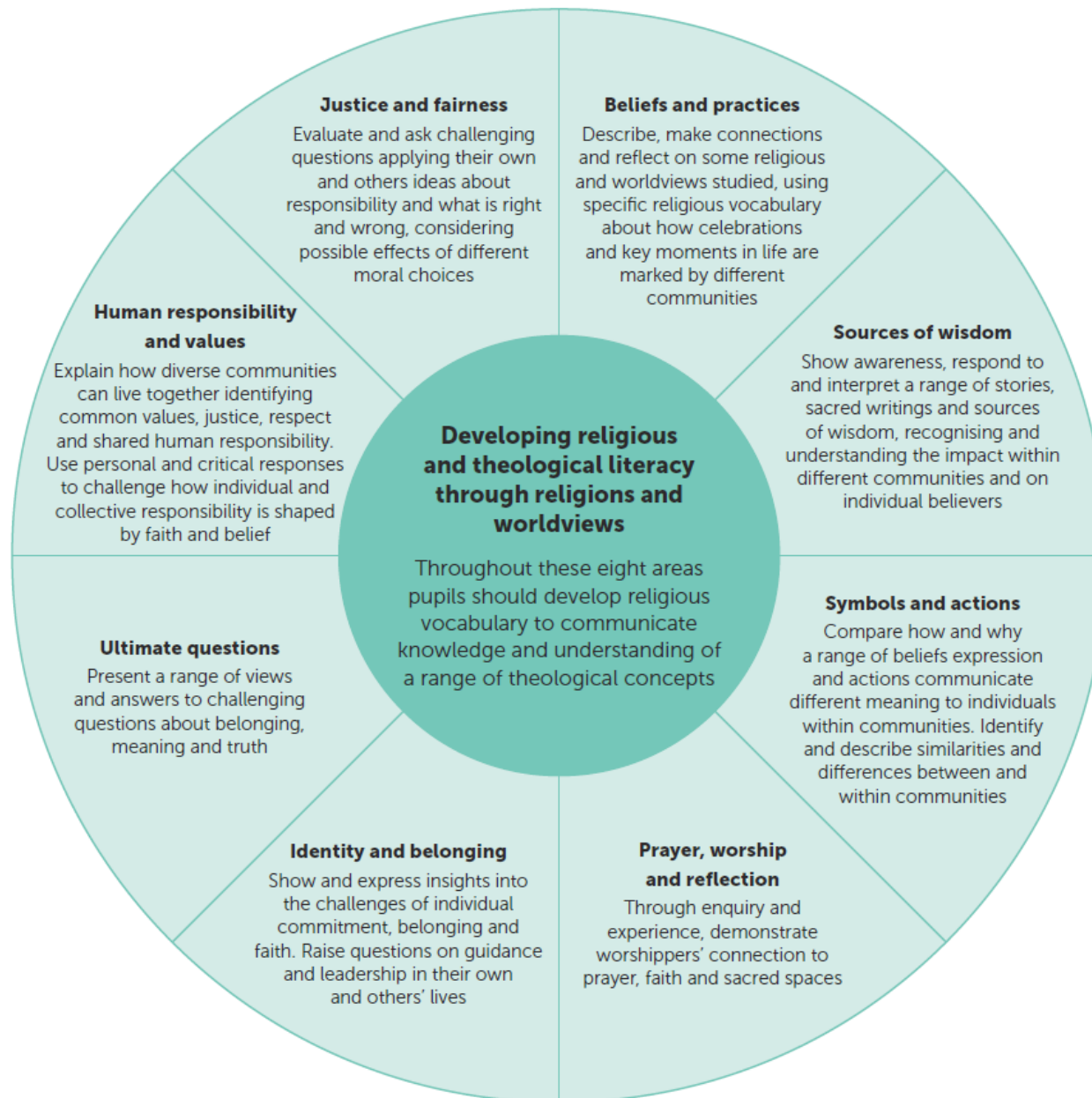


Lower KS2 Book Outcomes

Beacon 2

From Herts Agreed Syllabus

Pupil work in books should evidence coverage in these areas



Upper KS2 Book Outcomes

Beacon 3

From Herts Agreed Syllabus

Pupil work in books should evidence coverage in these areas



| | | Beacon 1 | Beacon 2 | Beacon 3 |
|---|---------------------------------|---|--|--|
| Knowledge and Skills (From Herts Agreed Syllabus) | Beliefs and Practices | <ul style="list-style-type: none"> • Notice and respond sensitively to some similarities between different religions • Explore and develop their knowledge and understanding of religions and world views, recognising their local, national and global contexts • Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief • Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities | <ul style="list-style-type: none"> • Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary • Examine the different views and shared ideas about religious experience in religions and world views • Understand the impact of faith on believers within local, national and global contexts, • Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging • Explore shared human responsibility through enquiry and experience and express personal reflection and curiosity about ultimate questions • Consider and discuss important issues and moral choices | <ul style="list-style-type: none"> • Connect their knowledge and understanding of some religions and world views, reflecting on these, using specific religious vocabulary • Analyse different viewpoints within and between religions and beliefs • Understand the impact of faith on believers within local, national and global contexts • Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth • Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity • Identify the importance of moral choices, selecting examples and giving reasons to support their ideas |
| | Sources of Wisdom | | | |
| | Symbols and Actions | | | |
| | Prayer, Worship and Reflection | | | |
| | Identity and Belonging | | | |
| | Ultimate Questions | | | |
| | Human Responsibility and Values | | | |
| | Justice and Fairness | | | |